

Teaching Chinese for heritage language learners verse non –heritage learners differs in terms of teaching method, rhythm of the class, lesson materials and the use of words in the classroom. The focus of the backward planning are different between the two types of learner.

I enjoy teaching both types of students. With heritage learners, my class and material preparation can go faster, besides the students have to be able to understand their curriculum materials. I need to supplement a lot of outside reading/ puzzle games/ flash cards or any history of Chinese civilization to fit with their curriculum . I can introduce a lot of Chinese authentic literature, poetry or science discovery. I introduce some 成語, 唐詩 that they can easily recite and have a better understanding of their heritage and the long history behind the Chinese culture. My goal is to foster their interest in Chinese culture, so that they have a life long willingness and passion to pursue Chinese. I set high standards for both my heritage students and non-heritage students. Heritage students also recognize characters by writing, reading and playing games. Constant reviews in different methods keep them recognize the characters and they learn how to use characters in sentence structures. Heritage students usually can get parent's support and most of the parents have a high expectation on their children as well.

At the beginning for teaching non-heritage students are mainly taught through a lot of body gestures, pointing at the real objects, listening simple sentences from me in order for them to get familiarize with the tones and words in Mandarin. I use lots of visual aids, color pictures, or real objects of the theme they are learning, flash cards, frequent use of the pinyin text typed. I also use songs, puppet show, games. I designed

engaging activities so that students get a chance to speak or hear me a lot.

With the non-heritage students, they love to introduce themselves in front of the class. After I model them the basics of sentences and vocabularies, I would get each student in my class to stand up introduce themselves as well as introduce their friends or parents if the parents are volunteering in class.

It is great to help children to have an interest in learning a 2<sup>nd</sup> language if I personalize it. First of all, they can related it better, second of all, they will see the need to speak up to the audiences because it is related to them. In most of my conversation classes, I also focus on students not to be afraid of speaking up or make a mistake; mistakes is one of the way to learn as well. It is designed for them have an opportunity to overcome some of their uncomfortness at the young age.

I also teach non-heritage students writing, I start from the basic strokes, the rules of characters writing such as top to bottom, horizontal first or left to right. This is one of the activity that the students love! After they recognize some words, I will prepare simple reading materials for them to read, also have them review flash cards of words. Dictation has always been a fond of activity that they love. At the same time, pinyin are introduce as well, I will dictate them on pinyin and takes simple reading books that I made and have them come to the front of class to read, it has been a joy of theirs as well.

I enjoy teaching both of groups of students, since there are not too many standard Chinese teaching materials, it actually allows me to design many more creative materials for my students to learn, and my

final goals which I always ask myself is “ Are they going to learn from this materials? What is the propose for this material?

Thank you!

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